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ABSTRACT

The purpose of this evaluation-research training program was to involve local program evaluators in training activities that would increase evaluation competencies for the consequent improvement of instructional programs at the local level. Superintendents and school board members met to discuss the roles of research and evaluation and their functions in decision making. Research directors and their staff members attended seminars designed to upgrade and update their research capabilities. Sessions introduced personnel to new ideas and methods, as well as allowed free exchange of information by participants and consultants. [Not available in hard copy due to marginal legibility of original document.] (Author/RA)

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FINAL REPORT

Project No. 8-0153
Grant No. OEG-0-8-0153-3331 (010)

EVALUATION TRAINING PROJECT

Jack I. Marcussen
and
Jerry Calendine

Research Council of the Great City Schools
1819 H Street, N. W., Suite 850
Washington, D. C. 20006

April, 1970

Best

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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EA 002 929

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Evaluation Training Project
Final Report

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ACKNOWLEDGEMENTS

The report presented on the following pages represents the efforts of a number of individuals and organizations. The Research Council is grateful for the support of the Bureau of Research, U.S. Office of Education, which funded the project. Our special thanks go to the many individuals in the U.S. Office of Education's Bureau of Research, particularly Dr. Richard Harbeck, Dr. Stuart Westerland, and Dr. George Carnett, who contributed to the planning effort of the various phases of the project. The Research Council is also deeply indebted to the staff committees and consultants from the Great Cities and to the superintendents who permitted their release time to work on the project. A final word of appreciation is expressed to the subcontractors who made excellent "first-hand" contributions to the overall effort reported here.

SUMMARY

This project was an evaluation-research training program. The prime contractor was the Research Council of the Great City Schools, and Northwestern University, the subcontractor.

The purpose of the project was to involve local program evaluators in training activities that would increase competencies toward evaluation and the consequent improvement of instructional programs at the local level. Northwestern University served as the subcontracting agency and was responsible for conducting the actual training program of seminars and workshops, providing staff members, consultants and instructors, as required.

The project was conducted at three levels for school district personnel. Superintendents and board members met in a one-day session to discuss current thinking on the roles of research and evaluation in school systems and their function to policy and decision-making. Research directors met in two three-day seminars for presentations and discussions of current problems and research techniques. Research and evaluation staff members attended two five-day training seminars to review statistical techniques, evaluation models, and data collection instruments. All presentations were planned to upgrade and update the capabilities of practicing skilled professionals.

INTRODUCTION

The effectiveness and efficiency of a large-city school system depends upon a well-organized, well-trained staff of administrators working cooperatively. Information feedback from students, staff, community, as well as state and national agencies, require an increasingly alert organization to collect and process information critical to the decision-making and policy-setting aspects of school administration. Opportunities for experience-sharing and critical analyses of current problems, with emphasis upon development of internal problem-solving expertise become important avenues to successful research-oriented operations. Decisions based upon field-gathered data must be made with some understanding of issues and methods involved. Boards of education and superintendents not only need to know what decisions are being made elsewhere in the country, but also the rationale for such decisions and any difficulties for assessment of evidence presented. Research directors and research personnel need to be exposed to new ideas and techniques in such a manner that they can collectively evaluate and adapt these ideas to a level of practical value. Efforts to upgrade staff personnel qualifications in skill areas serve an important role in a local educational agency's attempt to improve the quality of curriculum and instruction, and practical applications of new ideas or methods are facilitated through the face-to-face communication of seminars because of the wide variety of experiences and systems backgrounds.

Specific objectives of the Evaluation Training Project were as follows:

- To improve school programs and evaluations in large cities by improving the technical competencies of individuals involved in making evaluations.

- To develop a training program format for continual upgrading of staff personnel involved in gathering, analyzing, and interpreting data relating to administration and decision-making.

- To provide opportunities for face-to-face information exchange and promote inter-city cooperation in research and evaluation efforts.

Experts in various fields were brought into the project to inform and react to ideas or questions of school personnel. Topics covered by consultants and staff members encompassed numerous areas of interest (see meeting agendas, Appendix E). The consultants' presentations were appropriate and relevant to research and evaluation problems. Included in the seminar schedules were group tours to such places as a research bureau, an MES school, and the SRA Development Center. Questionnaires were designed to allow seminar participants to express their opinions, point out special problems or difficulties, and offer recommendations for planning future sessions (see Tabulation of Results, Appendix F).

Methods

The Prime Contracter

The Research Council of the Great Cities Program for School Improvement is an organization of twenty (20) large city school districts; a not-for-profit corporation dedicated to the improvement of education in the Great Cities of the nation. Its purpose is to conduct studies of unique problems faced by the Great Cities in their effort to meet the comprehensive public school needs of their citizens, to coordinate projects designed to provide solutions to these problems, and to sponsor the carrying forward in practice of the results and findings of studies to promote school improvement in the cities. The affairs of the Research Council are governed by the Board of Directors. Membership of the Board includes one member of the Board of Education and the superintendent from each participating city. The Board of Directors convenes twice each year. Between the semi-annual meetings of the Board of Directors, the Executive Committee is empowered to manage the affairs of the Research Council. In additional to seven (7) members elected by the Board of Directors, the Executive Committee includes the President, Vice-President, Secretary/Treasurer and the immediate past President of the Research Council. The Research Council staff, under the direction of the Executive Vice President, organizes and coordinates the study activities of the Council. Committees consisting of the staff representatives from each city are organized to serve in the planning and continuation of various study areas that are of central concern to the Great Cities.

The training program was conducted for the following member school districts of the Great Cities Research Council: Baltimore, Boston, Buffalo, Chicago, Cleveland, Detroit, Los Angeles, Memphis, Milwaukee, New York, Philadelphia, Pittsburgh, St. Louis, San Diego, San Francisco, and Washington, D. C.

The Sub-contractor

The location of Northwestern University, just minutes from the then existing Chicago office of the Research Council, was ideally located to provide maximum coordination in project efforts with the Research Council. Northwestern University's Dean of Education, B. J. Chandler,

and his assistants, Steven T. Holbrook and Emanual Hurwitz, were able to provide the channels through which project consultants and instructors were obtained. Also their practical experiences and proficiencies in the educational field minimized the time and effort required in locating appropriate resource personnel.

The Evaluation Training Project was conducted at three levels for school systems' personnel:

1) One superintendent and board member from each system (see Appendix A for list of participants)

2) Directors of Research and Evaluation Divisions (see Appendix B for list of participants)

3) Selected staff members of research and evaluation divisions (selected by Research Directors, see Appendix C for list of participants)

A meeting for superintendents and board members was scheduled at Boston, May 2nd, through 4th, 1968, during the Spring Board of Directors' Meeting of the Research Council.

Two three-day seminars were held for Research Directors, one in Evanston, Illinois (April 3rd through April 5th, 1968) and one in Riverdale, New York (October 14th through October 16th, 1968).

Two five-day seminars were also held at Evanston for research staff personnel May 20th through May 24th, 1968, and November 18th through November 22nd, 1968.

Project coordination was directed by Northwestern University's Dean of Education, B. J. Chandler, with the aid of assistants Steven T. Holbrook and Emanual Hurwitz; and Alva R. Dittrick, Executive Vice President of the Research Council, and his staff. The Steering Committee, composed of the Research Directors from five of the Great Cities' school districts, functioned as a planning committee, outlining content areas of current importance to research and evaluation (see Appendix D). Consultants and instructors were contracted by the Research Council after mutual agreement was reached with Northwestern University.

Specific objectives of these training seminars for each group were as follows:

Superintendents, Board Members

- To focus the relationships of research and evaluation to administration decision-making.

- To develop a sensitivity to data collection that results in asking research-oriented questions.

Directors of Research

- To develop more comprehensive knowledge of new concepts, techniques.

Research Staff Personnel

- To broaden research and evaluation experiences.

- To provide an opportunity for staff personnel to upgrade their personal qualifications.

Results

The achievement of objectives of the Evaluation Training Project is difficult to measure directly or indirectly. It is hoped that the introduction of new ideas, methods, and techniques will upgrade the research and administrative capabilities of school personnel who are frequently too preoccupied with duties to be as fully aware of recent developments as they should be. Furthermore, by design this project attempts to create a unique learning experience by bringing together field authorities and practicing school personnel. Such meetings not only assist school personnel with identifying and using appropriate outside consultative services, but also promotes the development of inter-city networks of communication that may in some way benefit research-evaluation operations. For example, the author recalls a recent experience at a similar training session in Memphis, Tennessee. Representatives from two different cities were discussing the possibility of trading already developed optical-scanning forms for student attitude survey use, this after the representatives had become aware of each other's project work disclosed during the sessions. In the example cited, each city would benefit through the saving cost, time, and trouble that would be entailed in separate development efforts along parallel paths.

An important result of these training sessions lies in the identification of information necessary to propose a format for future training seminars or on-going seminars. For example, through polling the participants, future seminar criteria was identified:

1) Specific topics of subject areas where research and evaluation personnel recognize a need to be better informed.

2) Practicing school people willing to offer their services in planning or conducting workshops and serving as additional resource personnel.

3) Areas of participant competencies that could be drawn upon by consultants for assistance in preparing relevant presentations.

4) The most favorable time schedule for full participation.

5) Consultants with exceptional potential for use in future sessions.

Conclusions

Decision-making by school superintendents and board members depends upon a proper utilization and perspective of research and evaluation tools. An understanding of methods; how they can be used to arrive at valid and justifiable decisions; and limitations imposed by research-evaluation designs or organization of data, are necessary implications that must be clarified before maximum potential in research-oriented operations can be achieved. The orientation session for superintendents and board members in the spring of 1968 attempted to bring these issues to focus, so that research-evaluation programs are not an entity reserved only to specialists, but rather, a resource to be best utilized when administrators are keenly aware of relationships between research-evaluation activities and decision-making.

An equally important purpose of this project was the inservice-training aspect involving Research Directors and research staff personnel. Many of these persons are aware of the need to increase their own research capabilities; a need that may be due to recent developments or findings in the experimental or developmental phase, or they may result from a lack of available resources as presently structured (i. e., inappropriate university courses). In either case, inservice training sessions were structured to the needs of participants and attempts toward practical, relevant applications were a major consideration.

Another primary concern in the Evaluation Training Project was the upgrading of back-up personnel in research and evaluation. Unless those individuals involved in gathering raw data are adequately prepared and familiar with new methods and techniques, they cannot possibly generate data in a desirable form or data with qualities upon which valid administration decisions may be made. An illustration of this project's effort to inform and sharpen capabilities of research personnel can be seen in the topic "Scaling Problems and Questionnaire Construction" (see Appendix E, Training Seminar for Research Staff Members, November 18th, 1968). Implied in this topic is a problem of many school districts -- development of valid, reliable surveys, questionnaires, or test instruments for local use, with reasonable assurance that sound decisions can be based upon findings. It is this kind of data-gathering skill development with which all research-evaluation and decision-making people must be concerned, for accuracy of interpretation (decision-making) depends upon the quality of original data gathered.

The concensus of staff participants' opinions toward attendance of future seminars of this nature is quite clear; since these persons indicated what measures and directions should be pursued to improve the sessions, it is evident that their attitude is positive and supportive to continuation of inservice training activities. Best evidence to this effect was the large percentage of participants who indicated their willingness to help plan or conduct future sessions or act as resource personnel in their special fields. But the consensus of opinion for future training seminars revolves mainly around their ideas for improving the planning phase. Among the recommendations were:

1) Greater participant involvement in initial planning.

2) Consultant awareness of participant experiences/ competencies.

3) Workshop technique preferred to straight lectures.

4) Simultaneous sessions needed.

5) Unstructured time desirable.

Participants expressed an interest in selecting topics of interest, in proposing schedules of events, and in selecting possible resource personnel. They proposed that simultaneous sessions might be scheduled to allow a wider selection of topics -- topics to be dealt with in a workshop fashion to permit greater interaction of ideas precluded by the lecture-type presentation. However, participants indicated their belief that outside consultants should be tuned-in to the experience/competency level of the group (s) to maximize chances for theory and practice to emerge in practical, useful form. Unstructured time was cited as a desirable facet of seminars because of the opportunity to freely explore experiences, ideas, and materials of representatives from other cities' systems.

One of the specific objectives of the Evaluation Training Project was to develop a format for the continual upgrading of staff personnel. An important implication to the achievement of project objectives is a recognition of the transitory nature of planning variables involved:

1) Felt needs of participants;

2) Subject areas of interest (if different from "needs");

3) Location of resources

   a) Consultants available

   b) Accommodations available

   c) Materials available

4) Time scheduling

   a) Participants

   b) Consultants

It becomes apparent that the greatest concern in meeting the objectives of this project is the problem of developing and coordinating activities to meet expressed needs/interests of school personnel within the limitations of time and resources.

Recommendation

The Evaluation Training Project achieved its objectives. School personnel from the three levels (superintendents and board members; research directors, research staff personnel) were assembled and introduced to new ideas and methods. The consultants and school personnel were provided the opportunity to react to each other's ideas, from theoretical to practical applications. School personnel from the Great Cities found the sessions useful, even to the extent that informal discussions on free time (dinner, etc.) became a valuable medium of information exchange.

Aside from other benefits of this project cited previously, continuation of this type of project is warranted because it can deliver the products efficiently within the duty-filled schedules of practicing school personnel, and the relationship established between theoreticians and educators promotes a guided evolution of knowledge-generating activities on the university level. The extension of public school influence into the institutions where teachers are being trained has important potential for future projects of this nature, because many of the problems of education and teacher preparedness can only be solved as public school and university personnel are brought together in common efforts of this type.

APPENDIX A

Board of Directors

The Board of Directors of the Research Council includes one member of the Board of Education and the Superintendent of Schools from each member city.

CITY	BOARD MEMBER	SUPERINTENDENT
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Boston	Mr. Paul F. McDevitt	Dr. William Ohrenberger
Buffalo	Mr. George F. Goodyear	Dr. Joseph Manch
Chicago	Mrs. Wendell E. Green	Dr. James F. Redmond
Cleveland	Mr. George Dobrea	Dr. Paul W. Briggs
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Memphis	Mr. Edgar Bailey	Dr. E. C. Stimbert
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New York	Dr. Aaron Brown	Dr. Bernard E. Donovan
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Pittsburgh	Mrs. Maxine C. Aaron	Dr. S. P. Marland, Jr.
St. Louis	Mr. James E. Hurt, Jr.	Dr. William Kottmeyer
San Diego	Mrs. Louise Dyer	Dr. Ralph Dailard
San Francisco	Mr. Adolfo de Urioste	Dr. Robert E. Jenkins
Washington, D. C.	Rev. Everett Hewlett	Dr. William R. Manning

APPENDIX B

Great Cities Research Seminar

New York City -- October 14-16th, 1968

Participants

1.	Claude Clapp	Buffalo
2.	Gerald H. Moeller	St. Louis
3.	William Vogler	San Diego
4.	Harold L. Weeks	San Francisco
5.	Mildred Cooper	Washington, D. C.
6.	Samuel D. McClelland	Brooklyn, New York
7.	J. Wayne Wrightstone	Brooklyn, New York
8.	Orlando F. Furno	Baltimore
9.	Margaret M. Callahan	Boston
10.	Malcolm Provus	Pittsburgh
11.	John L. Hayman, Jr.	Philadelphia
12.	O. Z. Stevens	Memphis
13.	William Ashbaugh	Milwaukee
14.	Emmett Moll	Milwaukee
15.	Joseph L. Mazur	Cleveland
16.	Robert S. Lankton	Detroit
17.	Everett Waxman	Los Angeles

Consultants

1.	Desmond L. Cook	Ohio State University
2.	Ralph Oravec	Price Waterhouse & Co., New York
3.	Donald Rappaport	Price Waterhouse & Co., Philadelphia
4.	Frank Leitner	Price Waterhouse & Co., New York
5.	Oliver Brown	Price Waterhouse & Co. & Philadelphia Schools

Coordinators

1.	Alva R. Dittrick	Great Cities Research Council
2.	Jack I. Marcussen	Great Cities Research Council
3.	B. J. Chandler	Northwestern University
4.	Steven T. Holbrook	Northwestern University
5.	Jon Peterson	Northwestern University
6.	Stuart Westerlund	U. S. Office of Education

APPENDIX C

Research Training Seminar

Baltimore:	Mrs. Beverly W. Ellinwood, Research Associate Mr. N. Craig Cutter, Research Associate
Boston:	Mr. Lawrence Hagerty, Research Assistant Mr. John Lo Conte, Research Assistant
Buffalo:	Mr. Ronald Banks, Director of Curriculum Evaluation Dr. Eugene Samter, Director of Finance and Research
Chicago:	Mr. Douglas Stone, Director of Research
Cleveland:	Miss Marian Kilbane, Staff Assistant - Research Mrs. Halle Francies, Staff Assistant - Research Dr. Ofelia Halasa, Staff Assistant - Research
Detroit:	Mr. George W. Jacobs, Assistant Director Dr. Ferdinand Galante, Research Assistant Joseph Zubowski / Peter Monas
Los Angeles:	Mr. Claude Stone, Supervisor/Evaluation and Research
Memphis:	Mrs. Virginia Blanton, Research Assistant Gene Barlow
Milwaukee:	Mr. G. Dwight Rowe, Coordinator of Educational Research Mr. Elfred Bloedel, Supervisor, Testing Service Dr. William Ashbaugh, Chairman - Staff Committee Dr. John Belton, Supervisor, Educational Testing
New York:	Dr. Samuel McClelland, Assistant Director of Research Richard Turner
Philadelphia:	Mr. Norman Wexler, Specialist in Design & Analysis Mr. Ellery M. Pierson, Research Associate Edward E. Brown
Pittsburgh:	Mrs. Mary Jane Duda, Coordinator for Research for Instruction & Teacher Training Esther Kresh
St. Louis:	Mrs. Doris Mueller, Supervisor of Research David Mahan
San Diego:	Mr. Thomas Crellin, T.S.A. - ESEA, Evaluation Stuart Macnofsky / Joseph Ford
San Francisco:	Mr. Yvon O. Johnson, Research Assistant
Washington, D. C.:	Mrs. Josephina Ordonez, Research Associate Mr. William R. Manning

APPENDIX D

1. Orientation sessions for superintendents and board members will include:

   (a) the uses of research for decision-making.

   (b) the organization of a research and evaluation department and the most effective lines of communication.

   (c) means for supporting research and evaluation.

   (d) the role of research and evaluation in the entire system.

2. The seminars for Research Directors are to include the following topics:

   (a) research and evaluation applications in support of administrative decision-making.

   (b) organization and management of a research and evaluation department; channels for communication with the remainder of the school system.

   (c) new developments, and problem areas in research and evaluation techniques (including method and design, criterion selection, measurement, and statistical treatment).

3. Content of the staff training workshops will be divided into four major categories. These four major topic areas will be offered simultaneously in order that participating staff personnel may concentrate in their areas of specialty. Within these four categories, the following material will be presented:

   (a) proposal development

   (b) design and analysis

   (c) stating objectives in terms of behavioral changes

   (d) instrument development

   (e) tests and measurement

(f) survey methods

(g) observation techniques

(h) statistical procedures beyond descriptive levels

(i) computer technology

APPENDIX E

THE RESEARCH COUNCIL OF THE GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT
4413 West Touhy Avenue, Chicago, Illinois 60645 / Telephone (Area Code 312) 679-4100
1619 Massachusetts Avenue, N.W., Washington, D.C. 20036 / Telephone (Area Code 202) 332-1643

THE RESEARCH COUNCIL OF THE GREAT CITIES
PROGRAM FOR SCHOOL IMPROVEMENT

BOARD OF DIRECTORS MEETING

SPRING 1968

BOSTON

SATURDAY, MAY 4, 1968 (continued)

1:30 P.M.	Parlors A & B	BUSINESS MEETING - BOARD OF DIRECTORS Election of Officers REPORT OF THE EXECUTIVE VICE PRESIDENT Recommendations of Executive Committee Expansion of the Research Council STAFF COMMITTEE REPORTS REQUIRING ACTION Data Processing: *Mr. John Freeman, Chairman* *Dr. E. C. Stimbert, Advisor* Educational Facilities *Dr. James F. Redmond, Advisor* Instructional Materials (Language Arts) *Dr. William Kottmeyer, Advisor* (Instructional Television) *Dr. Richard Gousha, Advisor* Occupational Education *Dr. Dwight Twist, Chairman* *Dr. Joseph Manch, Advisor* Racial Equality *Dr. Robert Jenkins, Advisor* NEW BUSINESS
4:00 P.M.		EXECUTIVE COMMITTEE MEETING

BOARD OF DIRECTORS
1968 SPRING MEETING

THURSDAY, MAY 2, 1968

9:00 - 5:00	Mezzanine Floor	REGISTRATION
9:00 - 4:30		STAFF MEETINGS
	Room 409	Data Processing *Mr. John Freeman, Chairman* *Dr. E. C. Stimbert, Advisor*
	To be designated	Instructional Television *Mr. Robert Suchy, Chairman* *Dr. Richard Gousha, Advisor*
	Room 413	Instructional Materials *Dr. Everett Chaffee, Chairman* *Dr. William Kottmeyer, Advisor*
	Room 403	Legislation *Dr. William Simmons, Chairman* *Dr. Bernard E. Donovan, Advisor*
	Room 401	Occupational Education *Dr. Dwight Twist, Chairman* *Dr. Joseph Manch, Advisor*
	Room 406	Research Directors *Dr. William Ashbaugh, Chairman* *Dr. Ralph C. Dailard, Advisor*
	Room 402	Racial Equality *Dr. Robert E. Jenkins, Advisor*
8:00 P.M.	To be designated	EXECUTIVE COMMITTEE MEETING
	Room 410	Research Council Workroom

FRIDAY, MAY 3, 1968

9:00 A.M.		GENERAL SESSION
	Georgian Room	INTRODUCTIONS *Dr. S. P. Marland, Jr.* WELCOME *Dr. William Ohrenberger* THE RESEARCH COUNCIL *Mrs. Georgiana Hardy*
10:15 A.M.	Georgian Room	RACIAL EQUALITY *Reverend Everett Hewlett, Presiding* *Dr. Robert Jenkins, Project Advisor* Staff Committee Report

FRIDAY, MAY 3, 1968 (continued)

10:15 A.M.	Georgian Room	IMPROVING EDUCATIONAL ACHIEVEMENT OF INNER CITY CHILDREN AND YOUTH Speakers: *Dr. Wilson Riles, Associate Superintendent for Compensatory Education-State of California* *Dr. Theron Johnson, Chief, Northern and Western Branch, Division of Equal Educational Opportunities*
12:00 Noon		LUNCH - Open
1:30 P.M.	Parlors A & B	GENERAL SESSION *Dr. Joseph Manch, Presiding* RESEARCH PROJECTS RELATING TO URBAN EDUCATION Speaker: *Dr. Louis Bright, Associate Commissioner, USOE Bureau of Research* TITLE I, EVALUATIVE SURVEY Speakers: *Dr. Nolan Estes, Associate Commissioner, USOE Bureau of Elementary and Secondary Education* *Dr. John Hughes, Director, Division of Compensatory Education* *Dr. James Mauch, Programs Branch, USOE*
3:15 P.M.	Parlors A & B	LEGISLATION *Dr. Bernard E. Donovan, Presiding* *Dr. Nolan Estes, Associate Commissioner, USOE Bureau of Elementary and Secondary Education* *Dr. Samuel Halperin, Deputy Assistant Secretary for Legislation - HEW* *Mr. Hugh Calkins* *Dr. William Simmons* *Mr. Alva Dittrick*
5:30 P.M.	Bay State Room	RECEPTION
6:30 P.M.	Bay State Room	DINNER

FRIDAY, MAY 3, 1968 (continued)

	Room 409	STAFF MEETINGS - FRIDAY, MAY 3
	To be designated	Data Processing
	Room 405	Educational Television
	Room 403	Instructional Materials
	Room 401	Legislation
	Room 407	Occupational Education
	Room 400	Research Directors Racial Equality

SATURDAY, MAY 4, 1968

9:00 A.M.	Parlors A & B	GENERAL SESSION DEVELOPING THE CAPABILITY FOR RESEARCH AND EVALUATION *Dr. Ralph Dallard, Presiding* Emerging Need for Developing Research Capability *Dr. Mark R. Shedd* Overview of Research Training Project *Dr. Emmanuel Hurwitz, Assistant Dean, School of Education, Northwestern University* Departmental Organization for Research *Dr. B. J. Chandler, Dean, School of Education, Northwestern University* Using Research for Decision Making *Dr. Lindley Stiles, Professor of Education for Inter-disciplinary Studies, Northwestern University*
10:30 A.M.		BREAK
10:45 A.M.	Parlors A & B	BOARD EMPLOYEE RELATIONS *Dr. Paul W. Briggs, Presiding* *Mr. George Goodyear, Moderator* *Mr. Peter F. Grylls* *Dr. S. P. Marland, Jr.* *Mr. Manford Byrd* *Dr. Robert Jenkins*
12:00 Noon		LUNCH - Open

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for School Improvement

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Assistant Dean and Assistant Professor of Education
Northwestern University

Dr. Stuart Westerlund, Project Officer
Director of Research Training
U. S. Office of Education

Dr. Ralph Dailard, Project Advisor
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Northwestern University, School of Education
Old College Building, Evanston, Ill. 60201
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TRAINING SEMINAR
FOR
RESEARCH DIRECTORS
EVALUATION TRAINING PROJECT

Conducted By

The School of Education, Northwestern University

and

The Research Council of the Great Cities Program
for School Improvement

April 3–5, 1968

Orrington Hotel

Evanston, Ill.

Wednesday, April 3, 1968

8:30 A.M. Welcome – B. J. Chandler, Dean
School of Education,
Northwestern University

Rolls and coffee – Fairmont Room

MEASUREMENT AND USE OF PUBLIC OPINION

9:00 A.M. Public Opinion Polling

Presentation and discussion by
Dr. Norman Bradburn, Director
National Opinion Research Center

12:00 N Lunch – Campus Room

1:30 P.M. Clinical Analysis Session
Dr. John Hayman, Chairman
Executive Director of Research, Philadelphia

Participants:

Dr. Norman Bradburn

Dr. Lee Sechrest, Professor of Psychology,
Northwestern University

Dr. William Ellis, Assistant Professor of Political Science,
Northwestern University

Dr. Robert Coughlan, Associate Professor of Educational
Administration, Northwestern University

6:30 P.M. Dinner – Campus Room

7:30 P.M. Informal discussion of large city research priorities

Dr. J. Wayne Wrightstone, Chairman
Director of Research, New York City

Thursday, April 4, 1968

PRACTICAL USES OF RESEARCH DESIGNS

9:00 A.M. "Experimental and Quasi Experimental Evaluation and Innovations in Educational Procedures"

Dr. Donald T. Campbell, Professor of Psychology,
Northwestern University

10:30 A.M. Discussion of practical uses of various designs

Dr. Donald T. Campbell, Chairman

12:00 N Lunch – Campus Room

Thursday, April 4, 1968

RESEARCH COMMUNICATION

1:30 P.M. Communicating Research in the Newspapers

Mr. Christopher Chandler, Education Reporter, Chicago *Sun-Times*

7:30 P.M. "How To Make Dull Reports Interesting"

Dr. Anthony Downs, Senior Vice-President, Real Estate Research Corporation

Friday, April 5, 1968

9:00 A.M. Planning for Future Meetings

Dr. William Ashbaugh, Chairman
Director of Research, Milwaukee

1. Research Staff Session
(April 22–26, 1968)
2. Superintendents and Boards of Education Session
(May 3, 1968)
3. Second Phase
(Fall, 1968)

12:00 N Lunch – Campus Room

1:30 P.M. Preparing and Delivering Major Presentations

Mr. Albert Holliday, Associate Director
Project Public Information
Madison, Wisconsin

Mr. Jerry Shaw, Staff Artist, Miami *Herald*

4:00 P.M. Adjournment

This seminar is supported by funds from the Research Training Division of the Research Bureau of the U. S. Office of Education.

EVALUATION TRAINING PROGRAM

Dr. Alva Dittrick, Executive Vice-President,
Research Council of the Great Cities Program for School Improvement

Dr. Emanuel Hurwitz, Project Coordinator
Assistant Dean and Assistant Professor of Education
Northwestern University

Dr. Stuart Westerlund, Project Officer
Director of Research Training
U. S. Office of Education

Dr. Ralph Dallard, Project Advisor
Superintendent of Schools
San Diego, California

Dr. B. J. Chandler, Project Coordinator
Dean, School of Education
Northwestern University

Dr. William Ashbaugh, Chairman
Great Cities Staff Committee
Director of Research, Milwaukee, Wisconsin

The Research Council of the Great Cities
Program for School Improvement
4433 West Touhy Ave., Chicago, Ill. 60645
Area Code 312 679-4100

Northwestern University, School of Education
Old College Building, Evanston, Ill. 60201
Area Code 312 492-3218

TRAINING SEMINAR
FOR
RESEARCH STAFF MEMBERS
EVALUATION TRAINING PROJECT

Conducted By

The School of Education, Northwestern University

and

The Research Council of the Great Cities Program
for School Improvement

May 20 – 24, 1968

Orrington Hotel

Evanston, Ill.

Monday, May 20, 1968

12:00 N — Luncheon – Heritage Room

1:30 P.M. — Welcome – Emanuel Hurwitz, Assistant Dean
School of Education
Northwestern University

1:45 P.M. — Introductory Comments

Dr. Alva Dittrick, Executive Vice-President,
Research Council of the Great Cities' Program for School Improvement

2:00 P.M. — "Case Examples of the Role of Research in Policy Making"

Dr. Lindley J. Stiles, Professor of Education for Interdisciplinary Studies
Northwestern University

5:30 P.M. — Social Hour – Northwestern Room

6:30 P.M. — Dinner – Northwestern Room

Tuesday, May 21, 1968

Chairman — Dr. Eugene Samter, Director of Finance and Research,
Buffalo Public Schools

9:00 A.M. — "Experimental and Quasi Experimental Evaluation and Innovations in Education Procedures"

4:30 P.M. — Dr. Donald T. Campbell, Professor of Psychology,
Northwestern University

12:00 N — Luncheon – Campus Room

Wednesday, May 22, 1968

Chairman — Mr. G. Dwight Rowe, Coordinator, Educational Research,
Milwaukee Public Schools

9:00 A.M. — "How to Make Dull Reports Interesting"

4:30 P.M. — Dr. Anthony Downs, Senior Vice-President,
Real Estate Research Corporation

12:00 N — Luncheon – Campus Room

Thursday, May 23, 1968

Chairman — Dr. Samuel McClelland, Assistant Director of Research,
New York City Schools

9:00 A.M. — "Orientation to Assessment in Education"

4:30 P.M. — Dr. Lee Sechrest, Professor of Psychology,
Northwestern University

12:00 N — Luncheon – Campus Room

Friday, May 24, 1968

Chairman — Mr. Ellery M. Pierson, Research Associate, Division
Instructional Research & Development,
Philadelphia Public Schools

9:00 A.M. — Questionnaire Construction in Opinion Polling

4:30 P.M. — Dr. Edwin Bridges, Associate Professor
Midwest Administration Center
Department of Education
University of Chicago

12:00 N — Luncheon – Orrington Room

This seminar is supported by funds from the Research Training Division of the Research Bureau of the U. S. Office of Education.

EVALUATION TRAINING PROGRAM

Alva R. Dittrick, Executive Vice-President
Research Council of the Great Cities
Program for School Improvement

Ralph Dailard, Project Advisor
Superintendent of Schools
San Diego, California

William H. Ashbaugh, Co-Chairman
Great Cities Staff Committee
Director of Research, Milwaukee, Wisconsin

Joseph L. Mazur, Co-Chairman
Great Cities Staff Committee
Director, Bureau of Research, Cleveland, Ohio

B. J. Chandler, Project Coordinator
Dean, School of Education
Northwestern University

Steven T. Holbrook, Project Coordinator
Assistant to the Dean, School of Education
Northwestern University

Stuart Westerlund, Project Officer
Director of Research Training
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TRAINING SEMINAR
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Conducted by

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and

The Research Council of the Great Cities Program

for School Improvement

November 18—22, 1968

Orrington Hotel

Evanston, Illinois

Monday, November 18, 1968

12:00 M. Luncheon—Northwestern Room

1:30 P.M. Welcome—B. J. Chandler, Dean
School of Education
Northwestern University

1:45 P.M. Introductory Comments

Alva Dittrick, Executive Vice-President,
Research Council of the Great Cities
Program for School Improvement

DATA COLLECTION TECHNIQUES IN SCHOOL SYSTEMS

Chairman: Marian Kilbane, Staff Assistant,
Division of Research and Development,
Cleveland Schools

2:00 P.M. Presentation and Discussion

Frank Dentzer,
IBM Representative,
Chicago Division

5:30 P.M. Social Hour—Campus Room

6:30 P.M. Dinner—Campus Room

Tuesday, November 19, 1968

SCALING PROBLEMS AND QUESTIONNAIRE CONSTRUCTION

Chairman: N. Craig Cutter, Research Associate,
Division of Research and Development
Baltimore Schools

9:00 A.M. Presentation and Discussion
to
4:30 P.M. Edwin Bridges, Associate Professor
Midwest Administration Center
Department of Education
University of Chicago

12:00 M. Luncheon—Campus Room

Wednesday, November 20, 1968

NEW TECHNIQUES IN ASSESSMENT AND EVALUATION

Chairman: Yvon O. Johnson, Research Assistant,
Division of Research and Program Evaluation,
San Francisco Schools

9:00 A.M. Presentation and Discussion
to
4:30 P.M. John Wick, Assistant Professor of Education,
School of Education
Northwestern University

12:00 M. Luncheon—Campus Room

Thursday, November 21, 1968

REGRESSION ANALYSIS AND PUPIL GROWTH

Chairman: Edward E. Brown, Research Associate,
Bureau of Research and Evaluation,
Philadelphia Schools

9:00 A.M. Presentation and Discussion
to
4:30 P.M. Robert S. Soar, Professor of Education,
School of Education,
University of Florida

12:00 M. Luncheon—Campus Room

Friday, November 22, 1968

DATA COLLECTION SYSTEMS

Chairman: G. Dwight Rowe, Coordinator,
Bureau of Research,
Milwaukee Schools

9:00 A.M. Visit to SRA Development Center
to
12:00 M. Presentation and Discussion

Don Kraft, Science Research Associates,
520 North Dearborn St., Chicago

James E. Homet, IBM Industry Marketing Manager
for Secondary Schools, Washington Division

EVALUATION TRAINING PROGRAM

Alva R. Dittrick, Executive Vice-President
Research Council of the Great Cities
Program for School Improvement

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TRAINING SEMINAR
FOR
RESEARCH DIRECTORS
EVALUATION TRAINING PROJECT

Conducted By
The School of Education, Northwestern University
and
The Research Council of the Great Cities Program
for School Improvement

October 14–16, 1968
Greyston Conference Center
Riverdale, New York

Monday, October 14, 1968

8:30 A.M. Welcome – J. Wayne Wrightstone, Assistant Superintendent, Office of Educational Research, New York City Public Schools

B. J. Chandler, Dean
School of Education, Northwestern University

9:00 A.M. Introductory Comments

Alva R. Dittrick, Executive Vice-President,
Research Council of the Great Cities
Program for School Improvement

PROGRAM MANAGEMENT

Chairman: Joseph L. Mazur, Director, Bureau of Educational Research, Cleveland, Ohio

9:30 A.M. Principles of Program Management

Presentation and discussion –
Desmond Cook, Director,
Educational Program Management Center,
College of Education, Ohio State University

12:00 M. Lunch – Dining Room

1:30 P.M. Practical Application to Problems of Management

Presentation and discussion –
Desmond Cook, Chairman

5:30 P.M. Social Hour

6:30 P.M. Dinner – Dining Room

7:30 P.M. PERTing of A Cooperative Project

Presentation and discussion –
Desmond Cook, Chairman

Tuesday, October 15, 1968

COST BENEFIT ANALYSIS

Chairman: William H. Ashbaugh, Director, Bureau of Educational Research, Milwaukee Public Schools

9:00 A.M. Cost Benefit and Cost Effectiveness Analysis Techniques

Ralph J. Oravec, Manager, Management Advisory Services, Price Waterhouse & Co., New York

12:00 M. Lunch – Dining Room

1:30 P.M. Are Cost Benefit Analysis Techniques Applicable to Education?

Group Discussion –
Ralph J. Oravec, Chairman

Donald Rappaport, Partner, Price Waterhouse & Co., New York Philadelphia

Frank A. Leitner, Partner, Management Advisory Services, Price Waterhouse & Co., New York

Oliver Brown, Director of PPBS System, School District of Philadelphia

6:30 P.M. Dinner – Dining Room

7:30 P.M. Planning of a Cooperative Project

William H. Ashbaugh, Research Director,
Milwaukee Public Schools

B. J. Chandler, Dean,
School of Education, Northwestern University

Alva R. Dittrick, Executive Vice-President, Research Council of the Great Cities Program for School Improvement

Wednesday, October 16, 1968

REVIEW OF SELECTED ASPECTS OF THE RESEARCH PROGRAM IN THE NEW YORK CITY SCHOOLS

Chairman: Samuel McClelland, Acting Director,
Bureau of Educational Research, New York City

9:00 A.M. Visit to a More Effective School

10:30 A.M. Visit to Center for Urban Education

Robert H. Dentler, Director of Center for Urban Education

Eugene T. Maleska, Associate Director, Center for Urban Education

12:00 M. Lunch – Center for Urban Education

2:00 P.M. Visit to Bureau of Educational Research

Briefing – Conference Room

J. Wayne Wrightstone, Assistant Superintendent, Office of Educational Research

Samuel McClelland, Acting Director, Bureau of Educational Research

George Forlano, Acting Director, Bureau of Educational Research

Bureau of Educational Research Staff

2:45 P.M. Test Scoring and Optical Scanning

Jerome Colligan, Coordinator

3:00 P.M. Management Information and Data Processing

Herbert Waldman, Director

5:00 P.M. Adjournment

APPENDIX F

TABULATIONS OF QUESTIONNAIRES - Groups A & B, C, and D

Group A & B

1. Each of the four seminar sessions is to be ranked on a 5 point scale ranging from very high (1) to very low (5). First, rank it according to your expectation. Then, rank it according to the extent to which it fulfilled your expectation.

   A. Experimental and quasi-experimental design (Dr. Campbell)
   B. Report-writing (Dr. Downs)
   C. Assessment in education (Dr. Sechrest)
   D. Opinion polling (Dr. Bridges)

Now, rank the four sessions:

	Ranking - Very high.....very low	1	2	3	4	5
A.	Expectation	10	8	3	0	1
	Fulfillment	3	4	6	6	3
B.	Expectation	7	5	7	3	0
	Fulfillment	8	5	5	3	1
C.	Expectation	3	10	9	1	0
	Fulfillment	0	3	8	10	1
D.	Expectation	2	5	7	8	0
	Fulfillment	5	10	4	1	1

2. Do you feel the participants should be involved in the planning of these seminars?

   yes 21 no 1

   If so, in what way: (numbers behind indicate similar replies)

   Indicating areas of interest - 14
   Scheduling of activities -5
   Choosing resource persons - 3
   Directors plan more information for Title I programs - 2
   Consultants need to know experiences and competencies of participants - 2
   Not related to the concerns and problems of the participants - 2
   Each city should present at least one problem for analysis by the group and possible solutions to consider - 2
   Assessment of capabilities in research needed
   Pre-prepared talks of consultants were too elementary
   Need a preliminary meeting
   Participant experiences should be given

Should be sent pre-session questionnaire for program planning to assure feedback of success and failure to planners
Let the participants serve as the experts

3. Please comment on the following aspects of the five day session:

a. Facilities:

adequate - good - fair - ok - satisfactory - 14
very fine - very satisfactory - 2
good - fine - 6
very poor - 1
meeting room - poor
need room in the evening for discussions
need a better blackboard
more attention to chalkboard and tape recorder
phone ringing is disturbing

b. Housing:

adequate - fair - ok - satisfactory - 9
very satisfactory - 1
good - fine - 5
poor - 5
inexpensive
depressing hotel
some people housed late
Orrington staff curt and uncooperative
comfortable
need better mattresses

c. Meals:

ok - fair - average - 4
good - fine - 5
exceptionally fine - very good - very satisfactory - excellent - 6
poor - dull - 3
need variety and choice - 3
luncheons should be less filling - too much - 5
The Huddle - poor service

d. Registration

confused as to hotel accomodations - 6
more directions and information at first needed - 3
good - 3
very satisfactory - very good - 2
fair
need registration room
no table to receive information upon arrival at hotel
a printed list of information of places to go or see is desirable
need earlier mixing and socialising of participants
need to be advanced of beginning sessions
seemed of little value since the hotel wasn't ready with rooms - 2
not adequate
pre-session letters not be sent to superintendent but to immediate supervisor
encountered rudeness from registration desk

e. Organization:

very fine - well organized - very satisfactory - excellent - very good - 5
good - fine - 6
ok -
pre-planned
consultants be briefed on group needs
lack of continuity in lectures
need better advanced communication - material ahead of time - 4
need to be more practical
more suggestions and directions in written form
division into smaller groups
more care to organizational details
3 days is sufficient
too structured by non-participants

f. Manner of Presentation (Lecture, workshop, etc.)

workshop technique more rewarding - 7
good -3
very good - excellent - 2
ok
too much lecture - 4
lecture too long
best - lecture and workshop together - 2
not always related to needs and abilities
staff should be on consultant level
need change in manner of presentation
poor - very dull - 2
degree of success porportional to degree of participation by audience

4. If you were planning another such program what changes would you effect and and what would you retain?

preplanning with participants on subjects - 5
make presentations more relevant - 4
more variety of activities in the day - 3
no long lectures - 2
retain professional consultants for problems defined by the group - 2
3-4 day conference - 2
include unstructured sessions for participants to exchange ideas - 2
increase pre-session communication with participants giving more information - 2
more time devoted to sharing of experiences and problems
hold conference at a different time of the year
retain same location
improve pre-planning - housing arrangements and provisions of program
schedule optional activities in the evening

hold conference in an urban center
communicate needs to consultants
more specifics with regard to Title I programs
have participants present area of specialization
delete "Experimental and quasi-experimental Design"
coordinator should keep tighter control and alter program as necessary to meet the needs of the participants
Staff should be on consultant level

Group C

TSFRSMETT - (The Semi-Free Rating Scale to Measure and Evaluate Total Program)

Rate the elements from this conference that you feel you can use upon your return to your school system.

Mark the three most valuable with a "+"
Mark the three least valuable with a "-"
Mark the three remaining with a "0"

Indicate the major source of help for element:

Rating (scratched forms - 8)	(scratched forms - 6)	Participants	Consultants
+ - 2 0 - 5 - - 6	Improved communications between Title I and Non-Title I evaluators	9	1
+ -11 0 - 2 - - 2	Restructuring of report writing	3	10
+ - 2 0 - 4 - - 7	Improved ability to plan research operations	5	4
+ - 7 0 - 2 - - 5	Construction of Questionnaires	3	12
+ - 3 0 - 3 - - 7	Use of consultants outside of education	3	5
+ - 5 0 - 6 - - 3	Use of unobstrusive measures	2	7
+ - 0 0 - 7 - - 6	Requests for improved research facilities and services	3	0
+ - 2 0 - 8 - - 4	Use of regression - discontinuity method	2	8
+ - 12 0 - 2 - - 1	Improved inter-city contacts	14	0

OTHERS: SUGGESTIONS
Exchange of Ideas and Problems with other Participants

Comment from a participant: This questionnaire is poorly designed and impossible to respond to.

Group D

1. How should the next workshop be planned?
   1 1. By Northwestern University in collaboration with Research Directors of the Great Cities
   15 2. By Northwestern University persuant to a real survey of all prospective participants
   ___ 3. By a committee from the participants of the first workshop:
      2 a. selected by training project directors
      0 b. considering of volunteers

2. Assuming that finances are not a constraint, would you be willing to participate in either the planning or conduct of the next workshop?
   0 1. no 21 2. yes 1 3. possibly

   If yes, to what extent would you be willing to participate?
   13 1. Both planning and conduct of the second workshop
   8 2. Planning only

3. If project participants were used as resource persons for some sessions, would you serve?
   6 1. no 14 2. yes

   If yes, what aspects of your own experience are you willing to share (success or problems) with workshop members?

   1. Organization and financing of research division
   2. Research in School Finance and State School Fiscal Policy
   3. Form designing for data processing
   4. Early childhood programs
   5. Dissemination of research information to teachers
   6. Recruitment of data-collectors or training of research assistants - problems
   7. Data reduction and processing - general procedures
   8. Computors
   9. Item analysis programs available
   10. Equating and scaling test forms
   11. Design techniques - 2
   12. Basic statistical methods
   13. Follow-up and Field Survey
   14. Data Card System for Title I participants - noncomputerized systems
   15. Techniques for involving school personnal in evaluating tasks
   16. Techniques for analyzing educational programs
   17. Successes in my program that I think might help others - 2
   18. Problems in my program for which I seek solutions - 2
   19. Solutions to practical pubblems in administering research and evaluation procedures in a large city school system
   20. Sharing of problems or successes in Title I evaluations

21. Administration of research
22. Design of Separate School Studies
23. Report Writing
24. Graphical Presentation
25. Planning and implementing research projects
26. Evaluation (methods and techniques)
27. Community relations in research
28. Training research personnel

4. Should future seminars
   6 1. Be limited to a common or single set of sessions for all participants?
   13 2. Include simultaneous sessions on different topics?

5. At what time during the year do you think subsequent conferences should be held?
   3 during the summer months
   18 during the school year

   A. If during the summer, rank in order of preference (3 is high, 1 is low):
   June - 3 - (2), 2 - (1), 1 - (3)
   July - 3 - (1), 2 - (3), 1 - (1)
   August-3 - (2), 2 - (0), 1 - (3)

   B. If during the school year, in which months would it be most feasible for you to attend? (list in order your first three choices)
   1st choice -- Nov.-7, Oct.-5, Sept.-3, Dec.-2, April-1
   2nd choice -- Jan.-5, Nova.-3, Oct.-3, Dec.-2, Feb.-2, April-1, March-1, May-1
   3rd choice -- March -5, Feb.-5, May -3, Jan.-1, Nov.-1, April-1, June-1

6. How long should the next conference last?
   0 one day 3 two days 8 three days 4 four days
   8 five days

   A. Keeping the answer in mind, in what kind of setting should the next conference be held?
   3 In a secluded retreat
   7 On a university campus
   12 In an urban center

7. Indicate your potential interest in the following topics by using a 4 point scale for each item. A "4" indicate high interest, a "1" will indicate a mild interest. Please specify anyone (in the space provided) that you think would be appropriate as a resource person.

Response*	Topic	Resource Person
	Statistics:	
4-(6), 3-(3), 2-(4), 1-(5)	Prediction - Regression	Dr. Campbell (more than the technique)
4-(5), 3-(7), 2-(3), 1-(1)	General Inferential	
4-(12), 3-(4), 2-(2), 1-(2)	Design techniques	Norm Wexler (cover Campbell & Stanley Designs)
	Test Construction:	
4-(8), 3-(3), 2-(5), 1-(2)	Attitudes	Lee Cronback Dr. Cassel (U.W.-Milwaukee)
4-(7), 3-(7), 2-(3), 1-(1)	Innovative Techniques	Firm-ETS Consultants (Dr. Tanaica)
4-(4), 3-(7), 2-(2), 1-(4)	Ach. for disadvantaged	S. Kagin
	Data Processing:	
4-(7), 3-(5), 2-(2), 1-(4)	Application to research	Dr. Baker - (U.W.-Madison)
4-(7), 3-(2), 2-(4), 1-(4)	Programming	Norm Wexler
	Administrative:	
4-(3), 3-(2), 2-(7), 1-(3)	Interdepartmental relations	Ed Surfman
4-(5), 3-(3), 2-(4), 1-(4)	Public Relations	
4-(7), 3-(2), 2-(4), 1-(3)	Report Writing	
	Others: specify	
	Interview and Polling Techniques	Dr. Bridges
	Research Management	Desmond Cook
	Observational Techniques of Teachers and Children	Dr. Bruno Bueller-Temple
	PERT Chart Use	Dr. Jacobowitz - U. of Ill.
	Coordination of research (Evaluation-Inter-departmental	Dr. Jacobowitz

*Number in parenthesis indicates response